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ABSTRACT

This volume presents a case for science education from a feminist perspective. Feminist science teaching is concerned with questions that emerge from the intersections of the pedagogical, the disciplinary, and the personal with the political, social, and historical dimensions of each of these. It is also concerned with how knowledge of the ways in which these domains intersect with teachers and students in science classrooms is functional and productive. In addition to helping all students learn science, feminist science teaching attempts to expose the cultural, social, and historical dimensions of the culture and practice of science as it is situated within the classroom and within the larger society in order to help students understand and act upon the ways in which science and the self-in-science have been constructed historically. Feminist science teaching utilizes themes of individual and collective agency so that creating new ideas about and relationships in science become possibilities. The book is divided into seven sections: (1) Feminist Liberatory Science Education?; (2) Positionality and the Politics of Feminist Teacher Research; (3) Positioning Science through Oral Histories; (4) Learning about Ourselves Inside of Science, Outside of Science; (5) Centering Lived Experience; (6) Revisioning Science through Lived Experience; and (7) Repositioning the Discourses: Framing a Science for All. (Contains extensive references.) (PVD)

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